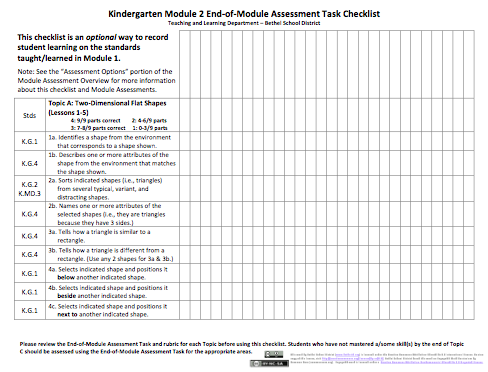
**Eureka Math *A Story of Units***

**Kindergarten – Module 2**

**2015-2016**

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Test based on Eureka Math Version 3.



Note: Checklists for use in observational assessment have been sent with this assessment booklet. See page 2 for information on how to use these checklists.

**Module Assessment Overview**

**Purpose of Assessments**

**Mid-Module Assessment:** These tasks address approximately the **first half** of the module’s learning objectives, and provide important information for instruction and for grading.

**End-of-Module Assessment:** These tasks are based on all standards addressed in order to gauge students’ full range of understanding of the **module as a whole**. The End-of-Module assessment should carry more weight than the Mid-Module Assessment in terms of student grades in the appropriate domain.

**Administration of Assessments**

* Please use the specific language of the assessment.
* Use a stopwatch to document the elapsed time for each response. If a student is unresponsive, wait about 15 seconds for a response.
* Record the student’s results in 2 ways: (1) the narrative documentation after each topic set, and (2) the overall score per topic using the rubric, A Progression of Learning.
* Three days are allotted per assessment in each module’s pacing. Use these days as needed depending on the assessment option chosen.

**Assessment options:**

* Administer the Mid- and End-of-Module Assessments as 1:1 interviews at the appropriate times. (Mid-Module after Topic D, End-of-Module after Topic H.)
* Administer the assessment question for each Topic as 1:1 interviews immediately following the lessons in that Topic.
* Use the checklist (provided in packet) to observe students during the lessons in each topic. Make note of students who show proficiency (as defined by Step 3 on the rubric – see pages 8-9 and 13-14) as you teach the lessons. At the end of the topic or module, only assess students who have not shown proficiency earlier. (Note: Be sure to interview all students at some point, whether during a formal assessment or not, to ensure you have a picture of their learning so they can be challenged or supported as necessary.)

**Grading Guidance**

The grading scale on Elementary Report Cards has been changed for 2015-2016 and beyond. Please note that ***4 now indicates advanced understanding of grade level standards expected at this time of year.***

**4 – Advanced:** Student demonstrates advanced understanding of grade level standards expected at this time of year.

**3 – Proficient:** Student demonstrates proficiency with grade level standards expected at this time of year*.*

**2 – Basic:** Student demonstrates basic understanding of grade level standards expected at this time of year. Student needs additional support and practice.

**1 – Below Basic:** Student demonstrates minimal understanding of grade level standards expected at this time of year. Student needs significant support and practice.

**Rubrics and Checklists have been updated to reflect this change. Rubrics have been further modified from Eureka Math originals for clarity, accuracy, and alignment to Bethel’s grade scale.**

**Module Assessment Overview (continued)**

**General Grading Guidance:**

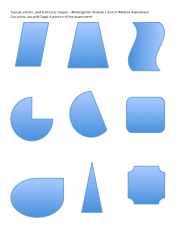
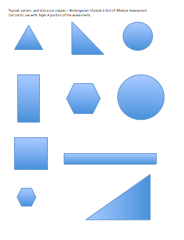
* If the student is unable to perform any part of the set of questions for each topic, her score cannot exceed Level 3. However, if the student is unable to use her words to tell what she did, do not count that against her quantitatively.
* If the student asks for or needs a hint or significant support, provide either, but the score is automatically lowered. This ensures that the assessment provides a true picture of what a student can do independently.
* If a student scores below Step 3, repeat that topic set again at two-week intervals, noting the date of the reassessment. Document student progress on the checklist or on the student assessment.
* On the report card, student learning is reported by CCSS domain. The Kindergarten CCSS domains are: Counting and Cardinality, Operations and Algebraic Thinking, Number and Operations in Base Ten, Measurement and Data, and Geometry.
* Grades in each domain should be based on multiple sources of evidence, including the Mid- and End-of-Module Assessments. The End-of-Module assessment should carry more weight than the Mid-Module Assessment in terms of student grades in the appropriate domain.

**Module 2 Grading Guidance:**

* Standards K.G.1, K.G.2, and K.G.3 are only assessed in Module 2. (See checklist on page 4.)
* In Topics A and B, Part 2 assesses both Geometry and Measurement and Data standards. The main rubric scores Geometry standards. A separate rubric has been provided to score Part 2 for K.MD.3.

**Updates**

* Rubrics, checklists, and score sheets have been updated for 2015-2016.
* Score Sheets combine scores for standards in each domain, allowing one score to be entered per domain per assessment rather than a grade per topic.
  + Score Sheets are included for use with Homeroom Data Entry. Schools have been provided with support for data entry. Check with your principal to learn the procedure in your school.
  + Score Sheets may also support with grading, allowing one grade book entry per domain. However, you may also wish to enter each topic score separately. Either method provides valuable information about student progress toward standards.

**Advance Preparation for Assessments**

**End of Module:**

* **Topic A:** Paper cut outs of shapes.
* **Topic B:** 1 cone, 3 cylinders, a variety of real solid shapes (e.g., soup can, paper towel roll, party hat, ball, dice)
* **Topic C:** Set of flat and solid shapes (do not use paper cutouts from Topic A, but rather both commercial flat shapes and classroom flat shapes, such as a piece of colored construction paper, a CD sleeve, or a name tag)

**Module Assessment Overview (continued)**

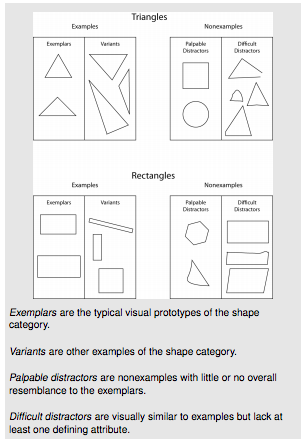
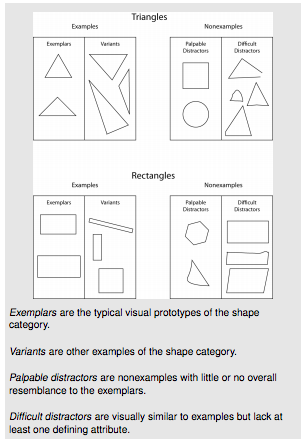
**Geometry Vocabulary**

These terms are used in teacher materials, but should not be used with students.

**Typical shapes**: Regular representations of shapes. (See examples.)

**Variants**: Other examples of the shape that are less commonly seen.

**Distractors**: Non-examples with little or no resemblance to the typical shapes. OR Non-examples that are visually similar to typical shapes but lack one defining attribute.

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**Kindergarten Common Core State Standards Checklist by Module**

This grade-level chart provides an at-a-glance view of when each standard is addressed. Shaded boxes indicate standards assessed in Module 2. Some standards may be assessed again in later modules. *Note that standards included in major clusters are followed by an asterisk (\*)*. Please refer to the Curriculum Overview of *A Story of Units* for a curriculum map and detailed grade-level descriptions including a summary of the year, a rationale of the module sequence, and a standards alignment chart.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| CCSS | | KINDERGARTEN MODULES | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 |
| K.CC | 1\* |  |  |  |  | X |  |
| 2\* |  |  |  |  | X |  |
| 3\* | X |  |  |  | X |  |
| 4a\* | X |  |  |  | X |  |
| 4b\* | X |  |  |  | X |  |
| 4c\* | X |  |  |  | X |  |
| 4d\* |  |  |  |  |  | X |
| 5\* | X |  |  |  | X |  |
| 6\* |  |  | X |  |  |  |
| 7\* |  |  | X |  |  |  |
| K.OA | 1\* |  |  |  | X |  |  |
| 2\* |  |  |  | X |  |  |
| 3\* | X |  |  | X |  |  |
| 4\* |  |  |  | X |  |  |
| 5\* |  |  |  | X |  |  |
| K.NBT | 1\* |  |  |  |  | X |  |
| K.MD | 1 |  |  | X |  |  |  |
| 2 |  |  | X |  |  |  |
| 3 | X | X |  |  |  |  |
| K.G | 1 |  | X |  |  |  |  |
| 2 |  | X |  |  |  |  |
| 3 |  | X |  |  |  |  |
| 4 |  | X |  |  |  | X |
| 5 |  |  |  |  |  | X |
| 6 |  |  |  |  |  | X |

**Kindergarten Module 2: End-of-Module Assessment Task**

Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Date 1** | **Date 2** | **Date 3** |
| **Topic A** |  |  |  |
| **Topic B** |  |  |  |
| **Topic C** |  |  |  |

**Topic A: Two-Dimensional Flat Shapes**

Rubric Score: Time Elapsed:

Materials: (S) Paper cutouts of typical triangles, squares, rectangles, hexagons, and circles; paper cutouts of variant shapes and difficult distracters (Two pages of shapes included with Assessment Materials for your use. See page 4 of the Assessment Booklet for Module 2 for definitions of variant and difficult distracters.)

1. (Hold up a rectangle. Use different shapes for each student.) Point to something in this room that is the same shape and use your words to tell me all about it. How do you know they are the same shape?
2. (Place several typical, variant, and distracting shapes on the desk. Be sure to include three or four triangles.) Please put all the triangles in my hand. How can you tell they were all triangles? (This skill will be assessed for both Geometry and Measurement and Data.)
3. (Hold up a rectangle.) How is a triangle different from this rectangle? How is it the same?
4. (Place five typical shapes in front of the student.) Put the circle next to the rectangle. Put the square below the hexagon. Put the triangle beside the square.

|  |  |
| --- | --- |
| What did the student do? | What did the student say? |
|  |  |

**Kindergarten Module 2: End-of-Module Assessment Task (continued)**

**Topic B: Three-Dimensional Solid Shapes**

Rubric Score: \_\_\_\_\_\_\_\_\_\_\_ Time Elapsed: \_\_\_\_\_\_\_\_\_\_\_\_

Materials: 1 cone; 3 cylinders (wooden or plastic); a variety of real solid shapes, e.g., soup can, paper towel roll, party hat, ball, dice, or an unsharpened cylindrical (not hexagonal prism) pencil

1. (Hand a cylinder to the student.) Point to something in this room that is the same solid shape, and use your words to tell me all about it.
2. (Place seven solid shapes in front of the student including three cylinders: wooden, plastic, realia.) Put all the cylinders in this box. (This skill will be assessed for both Geometry and Measurement and Data.)
3. (Show a cone.) How is the cylinder you are holding different from this cone? How is it the same?
4. (Place the set of solid shapes in front of the student.) Put the cube in front of the cylinder. Put the sphere behind the cone. Put the cone above the cube.

|  |  |
| --- | --- |
| What did the student do? | What did the student say? |
|  |  |

**Kindergarten Module 2: End-of-Module Assessment Task (continued)**

**Topic C: Two-Dimensional and Three-Dimensional Shapes**

Rubric Score: \_\_\_\_\_\_\_\_\_\_\_ Time Elapsed: \_\_\_\_\_\_\_\_\_\_\_\_

Materials: Set of flat and solid shapes (do not use the paper cutouts from Topic A, but rather both commercial flat shapes and classroom flat shapes, such as a piece of colored construction paper, a CD sleeve, or a name tag)

1. Can you sort these shapes into one group of flat shapes and one group of solid shapes?
2. Tell me about your groups. What is the same about both groups? What is different?
3. Can you sort these shapes a different way? Tell me about your new groups. What is the same? What is different?

|  |  |
| --- | --- |
| What did the student do? | What did the student say? |
|  |  |

**Kindergarten Module 2: End-of-Module Assessment Task Score Sheet**

A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency.* In this chart, this progress is presented from left to right.  The learning goal for each student is to move to the last step, “Evidence of solid reasoning with a correct answer”.  These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

| Score Key: A Progression of Learning | | | |
| --- | --- | --- | --- |
| Little or no evidence of reasoning with an incorrect answer.  (1 Point) | Evidence of some reasoning with an incorrect answer.  (2 Points) | Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (3 Points) | Evidence of solid reasoning with a correct answer.  (4 Points) |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Module 2: End-of-Module Assessment** | | | | | | | | | | | | | |
| **Domain** | | | | | | | **Standards** | | | | | | |
| Topic | Measurement and Data | | Geometry | | | | | K.MD.3 | | | K.G.1 | K.G.2 | K.G.3 | K.G.4 |
| A | 1 2 3 4 | | 1 2 3 4 | | | | | X | | | X | X |  | X |
| B | 1 2 3 4 | | 1 2 3 4 | | | | | X | | | X | X |  | X |
| C | 1 2 3 4 | | 1 2 3 4 | | | | | X | | |  |  | X |  |
|  | | | |  |  | |  | |  |  | | | | |
| Domain  Score | Measurement and Data | | Geometry | | | | |  | |  | | | | |
| Total Points |  | |  | | | | |  | |
| Level | 4 | 11-12 pts. | 4 | | | 11-12 pts. | |  | |
| 3 | 8-10 pts. | 3 | | | 8-10 pts. | |  | |
| 2 | 5-7 pts. | 2 | | | 5-7 pts. | |  | |
| 1 | 3-4 pts. | 1 | | | 3-4 pts. | |  | |  | | | | |

Note: For more information about standards assessed in this module, see back of this score sheet.

Note: For more information about standards assessed in this module, see back of this score sheet.

Note: The lowest rubric score is 1. Therefore, any student scoring at Level 1 for each assessment item will be assigned some points. This translates to a score of Level 1 in the grade book.

**Kindergarten Module 2: End-of-Module Assessment Task Score Sheet (continued)**

|  |
| --- |
| Kindergarten Module 2 End-of-Module Assessment Task (Topics A-C)  Clusters and Standards Addressed |
| Classify objects and count the number of objects in each category.  **K.MD.3** Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10.)  Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).  K.G.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above, below, beside, in front of, behind,* and *next to*.  K.G.2 Correctly name shapes regardless of their orientations or overall size.  K.G.3 Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).  Analyze, compare, create, and compose shapes.  **K.G.4** Analyze, and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length). |

**Kindergarten Module 2: End-of-Module Assessment Task Rubric**

| A Progression of Learning | | | | |
| --- | --- | --- | --- | --- |
| Assessment  Task Item | STEP 1  Little or no evidence of reasoning with an incorrect answer.  (1 point) | STEP 2  Evidence of some reasoning with an incorrect answer.  (2 points) | STEP 3  Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (3 points) | STEP 4  Evidence of solid reasoning with a correct answer.  (4 points) |
| **Topic A**  K.G.1  K.G.2  K.G.4  **Note: Part 2 will be scored again for MD. See below.** | The student correctly answers **0-3** of the nine parts. | The student correctly answers **4-6** of the nine parts. | The student correctly answers **7-8** of the nine parts. | The student correctly answers **9** of the nine parts. (See below.) |
| 1. **(a)** Identifies a shape from the environment and **(b)** describes one or more attributes of the shape from the environment that matches the shape being shown to them. 2. **(a)** Sorts all indicated shapes (i.e., triangles) from several typical, variant, and distracting shapes and **(b)** names one or more attributes of the indicated shape (i.e., they are triangles because they have 3 sides.) 3. **(a)** Tells how a triangle is similar to a rectangle and **(b)** how it is different. 4. Selects indicated shape and positions this shape **(a)** below, **(b)** beside, and **(c)** next to another indicated shape. | | | |
| **Topic A**  **Topic B**  Part 2  K.MD.3  **Note: Use this rubric to score K.MD.3 for Topic A Part 2 and Topic B Part 2.** | The student correctly answers 0 of the parts. | The student:  **(a)** Sorts most (e.g., 3/4) of the shapes.  OR  **(b)** Names one attribute of the shape. | The student:  **(a)** Sorts most (e.g., 3/4) of the shapes.  **(b)** Names one attribute of the shape. | The student correctly answers Parts a & b.  **(a)** Sorts all indicated shapes (i.e., triangles) from several typical, variant, and distracting shapes and  **(b)** names one or more attributes of the indicated shape (i.e., they are triangles because they have 3 sides.) |
| **Topic B**  K.G.1  K.G.2  K.G.4  K.MD.3  **Note: Part 2 will be scored again for MD. See above.** | The student correctly answers **0-3** of the nine parts. | The student correctly answers **4-6** of the nine parts. | The student correctly answers **7-8** of the nine parts. | The student correctly answers **9** of the nine parts. (See below.) |
| 1. **(a)** Identifies a shape from the environment and **(b)** describes one or more attributes of the solid from the environment that matches the solid being shown to them. 2. **(a)** Sorts all indicated solids and **(b)** names one or more attributes of the indicated solid. 3. **(a)** Tells how a cylinder is similar to a cone and **(b)** how it is different. 4. Selects indicated solid and positions this solid **(a)** in front of, **(b)** behind, or **(c)** above another indicated solid. | | | |
| **Topic C**  K.G.3  K.MD.3 | The student correctly answers **0-2** of the six parts. | The student correctly answers **3-4** of the six parts. | The student correctly answers **5** of the six parts. | The student correctly answers **6** of the six parts. (See below.) |
| 1. Correctly sorts the shapes into a group of flat shape and a group of solid shapes. 2. **(a)** Tells what is the same about both groups and **(b)** what is different about the groups. 3. **(a**) Is able to sort the shapes again according to a different attribute and is able to state **(b)** what is the same about both groups and **(c)** what is different about both groups. | | | |